

Advising with Math in Mind

Huddle 3
College to University Alignment



Advising Students for Degree Completion



- **Factor 1:** Advising students is multifaceted: student expectations, course/curriculum (college-wide), student support.
- **Factor 2:** Program changes between Year 1 and Year 2
- **Factor 3:** Course design

Initial Concerns

- ▶ Unclear direction to a career path of student's choice/interest
- ▶ Lack of understanding which math courses are needed for degree completion
- ▶ Restructure of math courses: New courses added and/or courses no longer offered
- ▶ Rigor of math courses
- ▶ Completion time of degree

- ▶ Modality of course delivery: face-to-face, blended, or online
- ▶ Length of the math course: 6-weeks, 8-weeks, 10-weeks, or 16-weeks
- ▶ Structure of the course: Standard or Instructor's decision (based upon the State's objectives)



Math Courses Within the SUS (Florida)

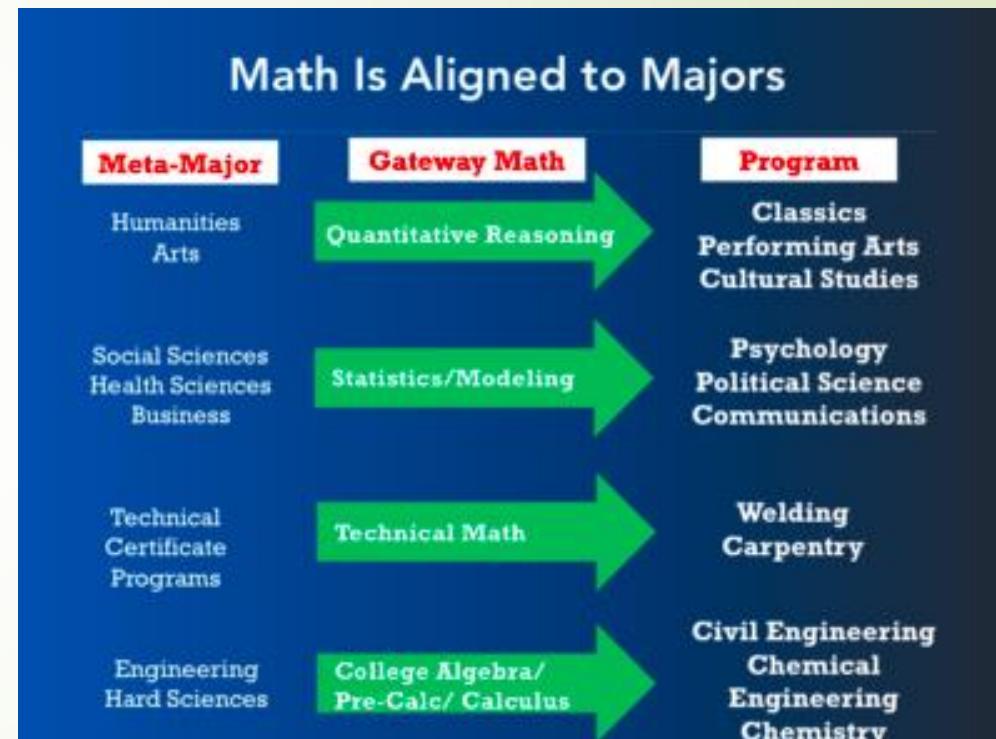
- **Factor 1:** Course offerings are not consistent across the SUS institutions, leading to differences in prerequisites.
 - Suggestion 1: ALEKS placement in specific math courses.
 - Suggestion 2: Embedded lab-based courses for remedial content.

Math Courses Within the SUS (Florida)

- ▶ **Factor 2:** Liberal Arts Math course prerequisites (MGF 1106 and MGF 1107) and Statistics (STA 2023) are inconsistent among SUS institutions.
 - ▶ Suggestion 1: All SUS follow the same prerequisite recommendations for course offerings
 - Suggestion 2: Common course descriptions
- ▶ Issue: Some SUS institutions may have different requirements stemming from accreditation

Math Courses within the SUS (Florida)

- ▶ **Factor 3:** Differences in prerequisites among major courses for other disciplines (Physics, Chemistry, Business, etc.)
 - ▶ Suggestion: Facilitate a discussion with faculty and workforce leaders to determine skills or content needed for upper-division courses



Recommendation 1:

Create/improve online advising programs:

Required use every semester

Gives students a graduation check every term

List courses students still need

List courses students eligible for registration

**Florida Mathematics Re-Design Workgroups
Milestone & Template Toolkit**



Template for Policy and Practice Recommendations

Recommendation (1 imperative statement)	Create/improve online advising programs student must use every semester that will give students a graduation check every term and list courses students need and are eligible to take.
Is this a policy or a practice* recommendation?	<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Practice
Is this an institutional (local) or state effort?	<input checked="" type="checkbox"/> Institutional (local) <input checked="" type="checkbox"/> State
What is the strategy? 1-2 bullets describing the “what” (i.e., solution).	Require students to either update their advising with the program OR see an advisor in person before they can register every semester.
Why does this recommendation need to be implemented? 1-2 bullets explaining “why” this recommendation needs to be implemented and the impact it will have.	Correctly guide students through their academia career seamlessly Students are able to complete their math in a timely manner Students can see how many math classes and which ones to take for degree completion
What resources are needed? 1-2 bullets identifying the resources needed.	Institutional Resources: ITS Support, Advising; State: ITS Support

Recommendation 2:

Increase or create math specialist advisors

Recommendation (1 imperative statement)	Increase or create math specialist advisors.
Is this a policy or a practice* recommendation?	<input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Practice
Is this an institutional (local) or state effort?	<input checked="" type="checkbox"/> Institutional (local) <input checked="" type="checkbox"/> State
What is the strategy? 1-2 bullets describing the “what” (i.e., solution).	General advisors should direct their questions and concerns to a math specialist when questions arise regarding advising students on mathematics courses.
Why does this recommendation need to be implemented? 1-2 bullets explaining “why” this recommendation needs to be implemented and the impact it will have.	Mathematics departments serve almost all students in a college, but either do not have math specialist advisors or only enough to serve students that are math majors.
What resources are needed? 1-2 bullets identifying the resources needed.	Institutional Resources: Advising resources.

Recommendation 3:

Create online math pathways advising flowchart

Recommendation (1 imperative statement)	Create online math pathways advising flowchart.
Is this a policy or a practice* recommendation?	<input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Practice
Is this an institutional (local) or state effort?	<input checked="" type="checkbox"/> Institutional (local) <input checked="" type="checkbox"/> State
What is the strategy? 1-2 bullets describing the “what” (i.e., solution).	Post math pathways. Revise yearly and/or when math pathways changes. Create a user friendly flowchart with links to the courses offered at state institutions. Make this an online resource.
Why does this recommendation need to be implemented? 1-2 bullets explaining “why” this recommendation needs to be implemented and the impact it will have.	Correctly guide students through their academia career seamlessly. Advisors and students can see which math classes a student is eligible for and what path a student may take.
What resources are needed? 1-2 bullets identifying the resources needed.	Institutional Resources: Advising resources; State: ITS Support, Math Pathways Revisions.

Example math flowcharts: SUS Saint Petersburg College

